

# THE ESL EXCELLENCE INSTITUTE

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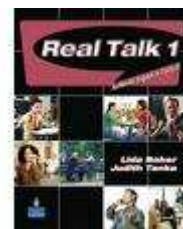
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COLLEGE LEVEL INTERMEDIATE/ADVANCED LEVEL ESL  
THEME: HEALTH

CRITICAL READING



AUTHENTIC ENGLISH



# HIGH INTEREST CRITICAL THINKING SKILLS

## LESSON 19

### THE TUSKEGEE EXPERIMENT



**O**n May 16, 1997, President Bill Clinton issued an official apology. He directed it to a group of African-American men and their families. "No power on Earth can give you back the lives lost, the pain suffered, the years of internal torment and anguish," said Clinton. "What was done cannot be undone. But we can end the silence.... We can look you in the eye and finally say on behalf of the American people, what the United States government did was shameful, and I am sorry."

<sup>2</sup> What did the government do that was so awful? The sad story began many years ago in Tuskegee, Alabama. In 1930, this small rural town had the only African-American hospital in the South. Syphilis, a potentially deadly disease, was sweeping through black communities there. Syphilis attacks the central nervous system. It can cause victims to go blind or deaf, or to lose their sanity. It can deform the bones and teeth. Sometimes it attacks the heart. U.S. Public Health officials were alarmed by the growing rate of syphilis among African Americans in the South. To help

*President Clinton with Tuskegee survivor Hermon Shaw at the national apology to the survivors and their families.*



stop the epidemic, they sent doctors to Tuskegee to treat the victims.

<sup>3</sup> But this was the time of the Great Depression. Money was scarce. Funds for the treatment program began to dry up. Then, in 1932, the focus of the Tuskegee program changed. U.S. health officials decided to see how syphilis destroyed the human body by withholding treatment from African-American men. This secret study was called "The Tuskegee Study of Untreated Syphilis in the Negro Male."

<sup>4</sup> It was a despicable plan. The fact was that doctors knew how devastating the disease could be if left untreated. A 20-year study on syphilis had already been done in Oslo, Norway. But the 1930s was a time of rampant racism in the United States. Many people in this country believed that blacks were biologically inferior to whites. The Oslo study had been done just with whites; doctors wondered if syphilis might affect blacks differently. Some African-American doctors and nurses went along with the study. They thought the results would show no difference between blacks and whites. In that case, they reasoned, the study would dispel the notion of African-American inferiority.

<sup>5</sup> The study began with a massive effort to recruit African-American subjects in

Tuskegee and the surrounding region. U.S. Public Health officials talked to African-American men in churches, stores, and private homes. The recruiters did not mention that they were looking for men with syphilis. In fact, they never mentioned syphilis at all. Nor did they tell the men that the study was part of an experiment to test the theory of black inferiority. Instead the recruiters simply said they were selecting men for free medical check-ups.

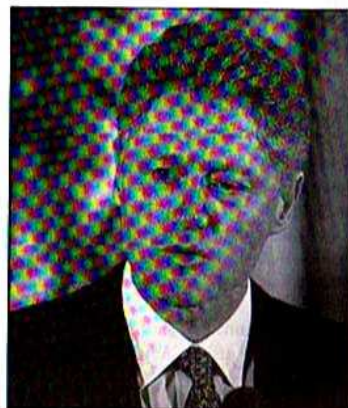
<sup>6</sup> These were hard times in rural Alabama. No one had much money. The recruiters made promises that were hard to resist. In addition to free medical care, they offered free hot lunches and free burial service. As a result, hundreds of African-American men, most with little or no schooling, volunteered for the study.

<sup>7</sup> About 400 African-American men with syphilis were chosen to take part in the Tuskegee experiment. Another 200 African-American men without syphilis were picked to serve as a control group so comparisons could be made. The infected men were never told of their condition. They were simply used as human guinea pigs.

<sup>8</sup> Looking back, many people believe that one of the worst aspects of the study was how happy the officials made the

men feel. The men would be picked up in a fancy government station wagon for their check-ups. One African-American nurse, Eunice Rivers, later wrote, "[It] was a mark of distinction for many of the men who enjoyed waving to their neighbors as they drove by." Rivers added, "They looked forward happily to having the government doctor take their blood pressure and listen to their hearts."

<sup>9</sup> But the tragic truth was that the disease was slowly killing many of these



President Clinton apologizes to survivors of the Tuskegee experiment.

men. Twenty-eight men, and perhaps as many as 100 more, died directly as a result of not getting treatment. And 154 more died from the hideous side effects of syphilis.

<sup>10</sup> When the Tuskegee study began, there were several treatments for syphilis. None worked well. Most often, chemicals were injected into the victim to slow the progression of the disease. Then, in 1943, the "wonder drug" penicillin was shown to cure syphilis. Within four years, it had become the number one weapon in the fight against syphilis. Just about every doctor in the country was using penicillin to cure syphilis patients. There was only one major exception to the rule—the researchers who were working with the African-American men of Tuskegee. The Public Health doctors refused to give these men the new drug. In short, the men in the Tuskegee experiment were condemned to die in the name of science.

<sup>11</sup> And that was the way it remained for more than 25 years, until a newspaper reporter named Jean Heller got wind of the scandal. She spent three weeks doing research. Then, on July 25, 1972, she filed her story. Her grim account of the Tuskegee experiment shocked and outraged many people. A government panel was quickly set up to look into the study. As a result of this probe, the Tuskegee study was shut down. But by 1972, those African-American men still

living had suffered 40 years of deliberate medical abuse.

<sup>12</sup> In 1973, the NAACP filed a class action suit against the U.S. government on behalf of the survivors. The victims and their families settled for \$9 million. The following year, the U.S. government developed new rules governing research conduct. The Tuskegee experiment, with its human guinea pigs, will never be repeated.

<sup>13</sup> Still, the bitter memories lingered among the families of the victims. Albert Julkes, Jr., the son of one of the participants, believes that the Tuskegee experiment was "one of the worst atrocities" ever committed by the U.S. government. Says Julkes, "You don't treat dogs that way." ■

*If you have been timed while reading this article, enter your reading time below. Then turn to the Words-per-Minute Table on page 195 and look up your reading speed (words per minute). Enter your reading speed on the graph on page 196.*

### **Reading Time: Lesson 19**

\_\_\_\_\_ : \_\_\_\_\_  
Minutes      Seconds



## A Finding the Main Idea

One statement below expresses the main idea of the article. One statement is too general, or too broad. The other statement explains only part of the article; it is too narrow. Label the statements using the following key:

M—Main Idea

B—Too Broad

N—Too Narrow

1. The African-American subjects of the Tuskegee Experiment were not informed that some of them had syphilis, a terrible disease.
2. It is no wonder that some people are suspicious of the motives of scientists, in light of the horrors of the Tuskegee Experiment.
3. As part of the shameful Tuskegee Experiment, treatment was withheld from African-American men with syphilis, all in the name of research.

Score 15 points for a correct M answer.

Score 5 points for each correct B or N answer.

Total Score: Finding the Main Idea

## B Recalling Facts

How well do you remember the facts in the article? Put an X in the box next to the answer that correctly completes each statement about the article.

1. The Tuskegee Experiment studied the effects of syphilis among
  - ☐ a. African-American women.
  - ☐ b. African-American men.
  - ☐ c. Southern white men.
2. Recruiters told volunteer subjects that they were signing up for
  - ☐ a. free medical examinations.
  - ☐ b. an experiment involving a serious disease.
  - ☐ c. an experiment to test whether blacks were biologically inferior to whites.
3. In 1943, researchers found a drug that could successfully treat syphilis called
  - ☐ a. quinine.
  - ☐ b. aspirin.
  - ☐ c. penicillin.
4. The Tuskegee Experiment was finally brought to the public's attention by
  - ☐ a. a newspaper reporter.
  - ☐ b. a doctor who had worked in the project.
  - ☐ c. one of the research subjects.
5. The victims of the experiment were awarded this amount by the U.S. government:
  - ☐ a. \$110 million.
  - ☐ b. \$200 million.
  - ☐ c. \$9 million.

### C Making Inferences

When you combine your own experience and information from a text to draw a conclusion that is not directly stated in that text, you are making an inference. Below are five statements that may or may not be inferences based on information in the article. Label the statements using the following key:

C—Correct Inference      F—Faulty Inference

- \_\_\_\_\_ 1. The discovery of penicillin has wiped out syphilis completely.
- \_\_\_\_\_ 2. The general public of the United States knew nothing about the Tuskegee Experiment until 1972.
- \_\_\_\_\_ 3. Most likely, the researchers who worked on the Tuskegee Experiment did not want anyone to know about their work.
- \_\_\_\_\_ 4. In times when funds are scarce, scientists can still count on the U.S. government to give them all the money they want for research.
- \_\_\_\_\_ 5. Citizens want their governments to follow an honorable code of conduct.

Score 5 points for each correct answer.

\_\_\_\_\_ Total Score: Making Inferences.

### D Using Words Precisely

Each numbered sentence below contains an underlined word or phrase from the article. Following the sentence are three definitions. One definition is closest to the meaning of the underlined word. One definition is opposite or nearly opposite. Label those two definitions using the following key. Do not label the remaining definition.

C—Closest      O—Opposite or Nearly Opposite

1. It was a despicable plan.
  - \_\_\_\_\_ a. confusing
  - \_\_\_\_\_ b. disgraceful
  - \_\_\_\_\_ c. honorable
2. But the 1930s was a time of rampant racism in the United States.
  - \_\_\_\_\_ a. unchecked
  - \_\_\_\_\_ b. dangerous
  - \_\_\_\_\_ c. controlled
3. Many people in this country believed that blacks were biologically inferior to whites.
  - \_\_\_\_\_ a. better than
  - \_\_\_\_\_ b. different from
  - \_\_\_\_\_ c. of lower quality than
4. In that case, they reasoned, the study would dispel the notion of African-American inferiority.
  - \_\_\_\_\_ a. examine
  - \_\_\_\_\_ b. drive away or eliminate
  - \_\_\_\_\_ c. prove beyond doubt

5. But by 1972, those African-American men still living had suffered 40 years of deliberate medical abuse.

- ☐ a. done on purpose
- ☐ b. cruel
- ☐ c. accidental

_____	Score 3 points for each correct <b>C</b> answer.
_____	Score 2 points for each correct <b>O</b> answer.
_____	Total Score: Using Words Precisely

Enter the four total scores in the spaces below, and add them together to find your Reading Comprehension Score. Then record your score on the graph on page 197.

Score	Question Type	Lesson 19
_____	Finding the Main Idea	
_____	Recalling Facts	
_____	Making Inferences	
_____	Using Words Precisely	
_____	Reading Comprehension Score	

### Author's Approach

Put an X in the box next to the correct answer.

- The main purpose of the first paragraph is to
  - ☐ a. express an opinion concerning the President's actions.
  - ☐ b. entertain the reader with a pleasant story.
  - ☐ c. make the reader wonder why the President apologized.
- From the statements below, choose those that you believe the author would agree with.
  - ☐ a. The U.S. government made terrible mistakes as part of the Tuskegee Experiment.
  - ☐ b. The subjects of the Tuskegee Experiment were victims.
  - ☐ c. People who accept free services should not expect to be treated fairly.
- What does the author imply by saying "Looking back, many people believe that one of the worst aspects of the study was how happy the officials made the men feel"?
  - ☐ a. Some people think it is awful that the officials of the study were so happy.
  - ☐ b. Some people believe that the experiment would have been acceptable if it had made the men feel unhappy.
  - ☐ c. Some people believe that the experiment was particularly disgraceful because it tricked the men into feeling happy while it cruelly abused them.

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4. Choose the statement below that best describes the author's position in paragraph 7.

- ☐ a. The doctors were conducting careful research.
- ☐ b. The men in the study should have been informed of their condition.
- ☐ c. The men without syphilis have nothing to complain about.

\_\_\_\_\_ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 198.

2. Choose the best one-sentence paraphrase for the following sentence from the article:

"They [the men] were simply used as human guinea pigs."

- ☐ a. The men were experimented on without respect, as if they were animals.
- ☐ b. The men were well taken care of, much as pets are cared for.
- ☐ c. The study required both humans and guinea pigs.

\_\_\_\_\_ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 198.

### Summarizing and Paraphrasing

Put an X in the box next to the correct answer for question 1. Follow the directions provided for the other question.

1. Look for the important ideas and events in paragraphs 5 and 6. Summarize those paragraphs in one or two sentences.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Critical Thinking

Put an X in the box next to the correct answer for questions 1, 2, and 4. Follow the directions provided for the other questions.

1. Which of the following statements from the article is an opinion rather than a fact?

- ☐ a. "Syphilis attacks the central nervous system."
- ☐ b. "It was a despicable plan."
- ☐ c. "They thought the results would show no difference between blacks and whites."

2. From the article, you can predict that if the men had known the real purpose of the experiment, they would

- ☐ a. still have been willing to become involved in it.
- ☐ b. never have agreed to be part of it.
- ☐ c. have demanded that they be paid for their participation.



3. Read paragraph 6. Then choose from the letters below to correctly complete the following statement. Write the letters on the lines.

According to paragraph 6, \_\_\_\_\_ because \_\_\_\_\_.

- a. the recruiters promised free health care, free lunches, and free burial service
  - b. people in rural Alabama were not wealthy
  - c. hundreds of African-American men volunteered for the study
4. What was the cause of death for 28 of the study's subjects?
- ☐ a. the withholding of treatment for their syphilis
  - ☐ b. starvation
  - ☐ c. poisoning
5. In which paragraph did you find your information or details to answer question 4?

\_\_\_\_\_ Number of correct answers

Record your personal assessment of your work on the Critical Thinking Chart on page 198.

### Personal Response

1. A question I would like answered by the officials who ran the study is

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2. I agree with the author because

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### Self-Assessment

I can't really understand how

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# TIME YOUR READING!

THE TUSKEGEE EXPERIMENT IS UNIT 19. SEE HOW MANY WORDS PER MINUTE YOU ARE READING! COMPARE YOUR WORDS PER MINUTE WITH YOUR CRITICAL READING SCORE. WATCH YOUR READING SCORE GROW!!!!

# Words-per-Minute Table

## Unit Three

**Directions:** If you were timed while reading an article, refer to the Reading Time you recorded in the box at the end of the article. Use this words-per-minute table to determine your reading speed for that article. Then plot your reading speed on the graph on page 196.

Lesson No. of Words	15	16	17	18	19	20	21	
<b>1:30</b>	842	718	842	733	666	677	681	<b>90</b>
<b>1:40</b>	758	646	762	660	599	609	613	<b>100</b>
<b>1:50</b>	689	587	693	600	545	554	557	<b>110</b>
<b>2:00</b>	632	539	635	550	500	508	511	<b>120</b>
<b>2:10</b>	583	497	586	508	461	468	471	<b>130</b>
<b>2:20</b>	541	462	544	471	428	435	438	<b>140</b>
<b>2:30</b>	505	431	508	440	400	406	408	<b>150</b>
<b>2:40</b>	474	404	476	413	375	381	383	<b>160</b>
<b>2:50</b>	446	380	448	388	353	358	360	<b>170</b>
<b>3:00</b>	421	359	423	367	333	338	340	<b>180</b>
<b>3:10</b>	399	340	401	347	315	321	322	<b>190</b>
<b>3:20</b>	379	323	381	330	300	305	306	<b>200</b>
<b>3:30</b>	361	308	363	314	285	290	292	<b>210</b>
<b>3:40</b>	344	294	346	300	272	277	278	<b>220</b>
<b>3:50</b>	329	281	331	287	261	265	266	<b>230</b>
<b>4:00</b>	316	269	318	275	250	254	255	<b>240</b>
<b>4:10</b>	303	258	305	264	240	244	245	<b>250</b>
<b>4:20</b>	291	249	293	254	231	234	236	<b>260</b>
<b>4:30</b>	281	239	282	244	222	226	227	<b>270</b>
<b>4:40</b>	271	231	272	236	214	218	219	<b>280</b>
<b>4:50</b>	261	223	263	228	207	210	211	<b>290</b>
<b>5:00</b>	253	215	254	220	200	203	204	<b>300</b>
<b>5:10</b>	244	208	246	213	193	196	198	<b>310</b>
<b>5:20</b>	237	202	238	206	187	190	191	<b>320</b>
<b>5:30</b>	230	196	231	200	182	185	186	<b>330</b>
<b>5:40</b>	223	190	224	194	176	179	180	<b>340</b>
<b>5:50</b>	217	185	218	189	171	174	175	<b>350</b>
<b>6:00</b>	211	180	212	183	167	169	170	<b>360</b>
<b>6:10</b>	205	175	206	178	162	165	166	<b>370</b>
<b>6:20</b>	199	170	201	174	158	160	161	<b>380</b>
<b>6:30</b>	194	166	195	169	154	156	157	<b>390</b>
<b>6:40</b>	189	162	191	165	150	152	153	<b>400</b>
<b>6:50</b>	185	158	186	161	146	149	149	<b>410</b>
<b>7:00</b>	180	154	181	157	143	145	146	<b>420</b>
<b>7:10</b>	176	150	177	153	139	142	142	<b>430</b>
<b>7:20</b>	172	147	173	150	136	138	139	<b>440</b>
<b>7:30</b>	168	144	169	147	133	135	136	<b>450</b>
<b>7:40</b>	165	140	166	143	130	132	133	<b>460</b>
<b>7:50</b>	161	137	162	140	128	130	130	<b>470</b>
<b>8:00</b>	158	135	159	138	125	127	128	<b>480</b>



**COME TO CLASS PREPARED!**

**COMPLETE THE BELOW FORM.**

NAME \_\_\_\_\_  
MS. SNYDER, MSED TESOL

DATE \_\_\_\_\_

CRITICAL READING SERIES: DECEPTIONS 21 STORIES OF TRICKERY AND FRAUD WITH EXERCISES FOR DEVELOPING CRITICAL READING SKILLS. FILL IN THIS FORM WITH THE ANSWERS FROM THE READING QUESTIONS. BE PREPARED TO EMAIL THIS FORM WITH YOUR ANSWERS.

TIME YOUR READING: BEGIN TIME: \_\_\_\_\_ END TIME: \_\_\_\_\_ WPM \_\_\_\_\_

## UNIT 19 MASTER DECEPTIONS: THE TUSKEGEE EXPERIMENT

FINDING THE MAIN IDEA: WRITE M, B, OR N.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

RECALLING FACTS: WRITE THE CORRECT LETTER

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

MAKING INFERENCES: WRITE C OR F.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

USING WORDS PRECISELY: WRITE C OR O, OR N FOR NOTHING.

- |          |       |       |
|----------|-------|-------|
| 1. _____ | _____ | _____ |
| 2. _____ | _____ | _____ |
| 3. _____ | _____ | _____ |
| 4. _____ | _____ | _____ |
| 5. _____ | _____ | _____ |

**CRITICAL READING SCORE:** FOLLOW THE DIRECTIONS ON PAGE \_\_\_\_ TO FILL IN THE BELOW.

FINDING THE MAIN IDEA \_\_\_\_\_

RECALLING FACTS \_\_\_\_\_

MAKING INFERENCES \_\_\_\_\_

USING WORDS PRECISELY \_\_\_\_\_

**CRITICAL READING COMPREHENSION SCORE** \_\_\_\_\_

**AUTHOR'S APPROACH: WRITE THE LETTER**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_

**1. SUMMARIZING AND PARAPHRASING:**

**WRITING: WRITE A SUMMARY**

**REWRITE THE SUMMARY TO 15 WORDS OR LESS, USE JUST IMPORTANT INFORMATION.**

**2. WRITE THE LETTER: \_\_\_\_\_**

**CRITICAL THINKING: WRITE THE LETTER**

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_ 4. \_\_\_\_\_ 5. \_\_\_\_\_

**WRITING: PERSONAL RESPONSE:**

**\*\*\*\*\*10 POINT BONUS:** HOW DOES THIS STORY RELATE TO HEALTH CONDITIONS TODAY?????

**KEEP READING AND STUDYING HARD!!!!**



# CHAPTER 6

## To Your Health!

### Part One: In Person

#### A. Prelistening

##### DISCUSSION

You will hear a conversation about allergies. Before you listen, discuss the following questions with a partner or in a small group.

- Look at the picture. What is the woman's health problem? What are her symptoms?
- Are you, or is someone close to you, allergic to anything? What are the symptoms of this allergy? How is it treated?
- What is the best way to treat different kinds of allergies?

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## VOCABULARY PREVIEW

Read the sentences. Using the context, guess the meanings of the boldfaced words and expressions. Then match them with their definitions. You will hear this vocabulary in the conversation.



1. \_\_\_\_\_ Yuko's boss was not happy when she **called in sick** yesterday because she had already missed two weeks of work due to illness.
2. \_\_\_\_\_ Carlos loves bread, cakes, and pasta, so he was very **bummed out** when his doctor told him he was allergic to wheat.
3. \_\_\_\_\_ What's wrong with me? I've been feeling **out of it** for weeks. Maybe it's time to see a doctor.
4. \_\_\_\_\_ If you think you're **coming down with** a cold, you should stay in bed and drink lots of liquids.
5. \_\_\_\_\_ In spite of the medicine she takes every day, Lara's asthma has been **going from bad to worse**.
6. \_\_\_\_\_ After many tests, it **turns out** that Abdul is allergic not only to corn but also to soy.
7. \_\_\_\_\_ The doctor said, "I'm going to **prescribe** some pills for your headaches, and it's important for you to follow the instructions on the bottle carefully."
8. \_\_\_\_\_ I think it's a bad idea to take pills when you can't sleep. Why don't you try some **alternatives**, such as yoga, soft music, or a relaxing tea?

- 
- a. upset, disappointed (*informal*)
  - b. something that can be used instead of something else
  - c. getting sick with
  - d. for a doctor to say what medicine or treatment a sick person should have
  - e. telephone one's workplace to say that one is sick and will not be coming to work
  - f. feeling weak, tired, sick, or depressed (*informal*)
  - g. have a particular result that one did not expect
  - h. getting worse as time goes by



## B. Listening

### MAIN IDEAS

-   Listen to two colleagues, Lisa and Bene, talking about Lisa's medical problem. Take notes on the answers to the questions below.

1. Why is Lisa sad?

\_\_\_\_\_

2. What is the cause of her problem?

\_\_\_\_\_

3. What were her symptoms?

\_\_\_\_\_

4. What treatment did the doctor prescribe?



\_\_\_\_\_

5. Is there a cure for her condition?

\_\_\_\_\_

### DETAILS AND INFERENCES

Complete the exercises below. Guess if you're not sure. Then listen to the conversation again to check your answers.


-   Complete the following sentences with details from the conversation.

a. Lisa started to feel bad about \_\_\_\_\_ ago.

b. She had gotten the cat about \_\_\_\_\_ earlier.

c. Besides cats, it turns out that Lisa is also allergic to \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

d. The problem with the pills that the doctor prescribed was that they made Lisa feel \_\_\_\_\_.

-  Mark the statements *T* (true) or *F* (false).

\_\_\_\_\_ a. Lisa went to the doctor as soon as she started to feel bad.

\_\_\_\_\_ b. At first Lisa thought she had a cold.

\_\_\_\_\_ c. Lisa had never spent time around cats until she got her own.



## Part Two: On the Phone

Active Ingredients	Purpose
Diphenhydramine 25 mg.	Antihistamine

Temporarily relieves runny nose, sneezing, and itchy and watery eyes due to some allergies or the common cold.

### Warnings

**Do not use** with any other product containing diphenhydramine.

**Not for use** by children under 6.

**Ask a doctor** before use if you have glaucoma or a breathing condition.

**Do not exceed** the recommended dosage – excitability may occur, especially in children; marked drowsiness may occur; alcohol, sedatives, and tranquilizers may increase drowsiness; avoid alcoholic beverages; use caution when operating machinery.



## A. Prelistening

### DISCUSSION

You will hear a conversation at a pharmacy. Before you listen, discuss the following questions with a partner or in a small group.

- What is the purpose of the medication above?
- What medical conditions is it generally used for?
- What might happen if you exceed the recommended dosage of this medicine?
- Can this medicine be used by both adults and children?
- Have you ever used a medication like this one?

### Culture note

In the United States, doctors do not provide medicines in their offices. The place to get medicines is a *pharmacy*. Some medications can be bought *over-the-counter*, meaning you can buy them without a doctor's recommendation. Other medications require a doctor's *prescription*, or written order. Prescriptions can be filled only by *pharmacists*—licensed medical professionals who, in addition to filling prescriptions, also spend time educating customers about their medications.

## VOCABULARY PREVIEW

Read the sentences. Using the context, guess the meanings of the boldfaced words and expressions. Then match them with their definitions. You will hear this vocabulary in the conversation.

1. \_\_\_\_ When my baby developed a high fever, our **physician** told us to take him directly to the hospital.
2. \_\_\_\_ One **side effect** of antibiotic drugs is sensitivity to sunlight. Another one is that these drugs cause an upset stomach.
3. \_\_\_\_ Many medicines cause **drowsiness**, so you must not drive if you are taking them.
4. \_\_\_\_ Skin cancer in middle age is a **long-term** result of too much sun exposure when you are young.
5. \_\_\_\_ Sleeping pills can be **habit forming** if you use them every night.
6. \_\_\_\_ Do you know of a good natural **remedy** for treating this cough? I've had it for two weeks!
7. \_\_\_\_ You can grow **herbs** such as rosemary, basil, and mint in pots in your kitchen.

- 
- a. an unwanted or unexpected effect of a medicine, in addition to the main effect that the medicine is supposed to have
  - b. addictive; having the possibility of causing a physical dependence
  - c. continuing for a long time into the future
  - d. sleepiness
  - e. cure
  - f. plants used in cooking or in treating some medical conditions
  - g. a doctor

## B. Listening

### MAIN IDEAS



Listen to a pharmacist talking to a customer. Answer the questions below. Then discuss your answers with a partner.



1. Who is the caller? \_\_\_\_\_
2. Why is she calling the pharmacist? \_\_\_\_\_



3. Check (✓) all the facts that are true about Benesec, according to the pharmacist.

☐ It is used mainly for allergies.

☐ It is an antihistamine.

☐ Drowsiness is a side effect.

☐ It is habit forming.

☒ It is all right to use it every night.

☐ It is safer than plants or herbs.

## DETAILS AND INFERENCES



2 Listen to segments from the conversation again. Answer the questions during the pauses.

### SEGMENT 1

1. How does the woman sound?

a. impatient

b. excited

c. worried

d. angry

### SEGMENT 2

2. Besides drowsiness, what is another side effect of antihistamines?

### SEGMENT 3

3. What is the pharmacist concerned about?

4. What does the woman need to find out?

### SEGMENT 4

5. How does the woman sound?

a. surprised

b. happy

c. worried

d. amused



**fat**  
**healthy**

**heavy**  
**skinny**

**obese**  
**overweight**

**slim**  
**thin**

**underweight**



## VOCABULARY PREVIEW


Read the sentences. Using the context, guess the meanings of the boldfaced words and expressions. Then match them with their definitions. You will hear this vocabulary in the news report.

1. \_\_\_\_ Rice is an important part of the Japanese **diet**. Most Japanese eat it every day.
2. \_\_\_\_ Every year, health care professionals fight to keep influenza from becoming an **epidemic**.
3. \_\_\_\_ Sara has had **diabetes** since childhood, so she has to be very careful about eating sweets.
4. \_\_\_\_ If my grandfather doesn't take medicine to lower **hypertension**, he might get a heart attack.
5. \_\_\_\_ By now it is a well-known fact that smoking is **linked to** lung disease.
6. \_\_\_\_ Students love to eat at McDonald's because the food is cheap and the **portions** are large.

- 
- |   |  |
|---|--|
| a. serious disease in which there is too much sugar in your blood | d. connected to or caused by another situation or fact |
| b. high blood pressure  | e. amount of food for one person                       |
| c. sudden spread of a disease over a large area                   | f. kind of food that someone eats each day             |


## B. Listening

### MAIN IDEAS

 ① Listen to a news report about obesity. Then answer the questions.

1. Which of the following would be the best title for this report?
  - a. Visitors to the United States Find Americans Fat
  - b. World Health Organization Fights Obesity
  - c. Obesity No Longer Just a U.S. Problem
2. Which of the following are included in the report? Circle the letters of correct items.
  - a. statistics about obesity in the United States
  - b. statistics about obesity around the world
  - c. advice about losing weight
  - d. definition of obesity
  - e. causes of the obesity epidemic
  - f. food trends around the world
  - g. health problems related to obesity

### DETAILS AND INFERENCES

 ② Listen to the report again. Take notes on important statistics on the increase of obesity as well as on its causes.

 ③ Listen to the report again. Fill in the missing details.

	United States	World
Statistics	<ul style="list-style-type: none"><li>• _____ overweight</li><li>• _____ obese</li><li>• _____ severely obese</li></ul>	<ul style="list-style-type: none"><li>• Obese adults: _____ → 300 million from 1995 to 2000</li></ul>
Causes	<ul style="list-style-type: none"><li>• Huge variety of _____ _____</li><li>• High fat / energy dense foods in _____ _____</li></ul>	<ul style="list-style-type: none"><li>• Diet becomes Americanized → _____</li><li>• _____ children overweight</li></ul>



- ✱ Work with a partner and compare answers in Exercise 3. Then take turns making sentences about the information in the chart.

Example:

Two-thirds of American adults, or 127 million people, are overweight.



## LISTENING FOR LANGUAGE

- ✱ Read the following information about reporting verbs and phrases.



### CONVERSATION TOOLS Reporting Verbs and Phrases

News reports often include the sources of facts and statistics. Sources may be experts, officials, organizations, or surveys. Note some of the verbs and phrases that connect sources and facts:

- U.S. health officials **say** ...
- The 2000 National Health and Nutrition Examination Survey **found** that ...
- The World Health Organization **calls** obesity an escalating global epidemic.
- The health organization **points to** the ...

### Other Common Reporting Phrases

- **According to** one study, ...
- **X reports / notes / suggests / claims / points out that** ...

- 🎧 ✱ Listen to the following sentences. Fill in the missing source and reporting phrase.

1. \_\_\_\_\_ in Boston \_\_\_\_\_ that the traditional Chinese martial art Tai Chi appears to have health benefits for older patients.
2. \_\_\_\_\_ from the Tokyo University Hospital, greater consumption of coffee tends to reduce the risk of adult diabetes.

3. \_\_\_\_\_ that antibacterial soaps and cleansers do not prevent disease.
4. Health risks from current genetically modified foods are very low, \_\_\_\_\_ recently published by the \_\_\_\_\_.
5. \_\_\_\_\_ done at the University of Wisconsin \_\_\_\_\_ that drinking green tea may be helpful in treating certain kinds of cancer.

- 7 Work with a partner. Each partner should look at one of the boxes below. Use reporting verbs and phrases to make sentences about the information in your box. Then listen to your partner's sentences and take notes on your own paper.

#### STUDENT A

Source	Information
World Health Organization	France, Italy—best overall health care systems
Authorities in India	1,600 cases of polio in 2000
National Women's Health Information Center	One-fifth of American women smoke

#### STUDENT B

Source	Information
Rand Corporation	Health care spending by obese Americans 36% higher than by normal-weight Americans
Thai government	Bird flu epidemic over
A study in China	Tea drinkers—as likely to develop cancer as non tea drinkers

### C. Real Talk: Use What You've Learned

#### VOCABULARY REVIEW: DISCUSSION

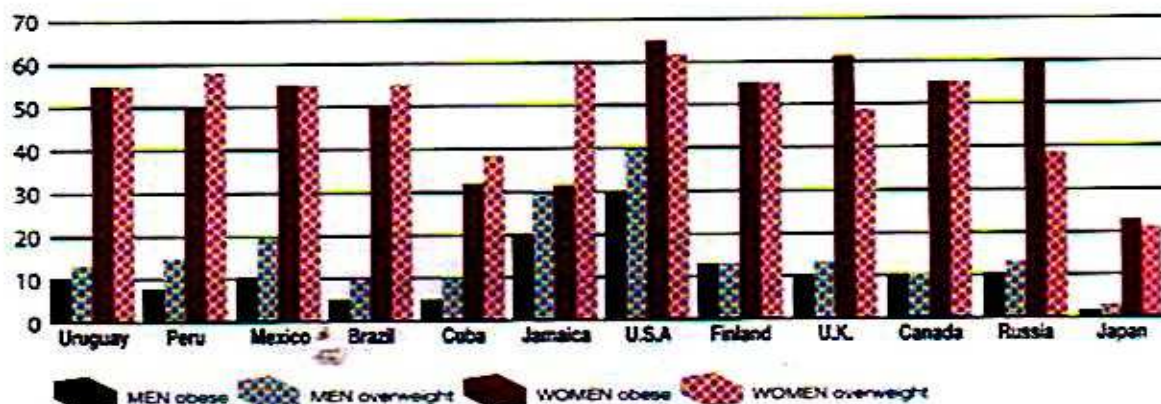
Work in small groups. Discuss the following questions. Remember to use the boldfaced expressions from Part Three. Use reporting verbs and phrases when appropriate.

1. According to the report, what are the causes of the global **epidemic** of obesity? What other causes are there?
2. Obesity is linked to a number of physical health problems. How might obesity and being overweight be linked to a person's **psychological** health?



3. How does your society view (treat) overweight and obese people?
4. Look at the graph below on obesity in various countries. What trends do you notice? Compare and discuss weight problems among
  - men versus women
  - developed versus developing countries

Do you think the differences are caused by cultural or economic factors?



Source: Reprinted from Perspectives in Health Magazine, the magazine of the Pan American Health Organization, published in English and Spanish

## Part Four: In Class

### A. Prelistening

#### DISCUSSION

You will hear a lecture about different diets. Before you listen, discuss the following questions with a partner or in a small group.

- Describe the man in the picture. How did he probably look before? Have you ever known a person who lost a lot of weight? How did the person do it?



## QUIZ: OBESITY AND WEIGHT LOSS

How much do you know about being overweight and dieting? Take the quiz below and find out. When done, check your answers on page 152. How does your score compare with those of your classmates? Did any of the answers surprise you?

1. The rate of obese children has doubled in the last how many years?  
a. 20 years      b. 30 years      c. 15 years      d. 10 years
2. If one parent is obese, how much chance does a child have to become an obese adult?  
a. 80 percent      b. 70 percent      c. 40 percent      d. 50 percent
3. When you're obese, what disease are you most likely *not* to get?  
a. diabetes      b. gallbladder disease      c. heart disease      d. stomach flu
4. If you are an obese child, how likely are you to become an obese adult?  
a. 90 percent      b. 60 percent      c. 50 percent      d. 70 percent
5. What is the best way to begin losing weight?  
a. cut out all foods that contain fat      b. eat only twice a day      c. reduce your portions and be active      d. drink only liquids for one week
6. When dieting, how much weight should you lose per week?  
a.  $\frac{1}{2}$ –1 kilogram a week      b. depends on the type of diet and how overweight you are      c. 2–3 kilograms a week      d. the more the better
7. Which of the following is *not* part of a well-balanced diet?  
a. protein      b. sugar      c. carbohydrates      d. fat

Source: Items 1–5: [http://library.thinkquest.org/TQ0312847/quiz\\_obesity.htm](http://library.thinkquest.org/TQ0312847/quiz_obesity.htm)



## VOCABULARY PREVIEW

Read the sentences. Using the context, guess the meanings of the boldfaced words and expressions. Then match them with their definitions. You will hear this vocabulary in the lecture.

1. — Meals at hospitals are prepared carefully under the supervision of **nutritionists**.
2. — The doctor said, "After your operation, you will need to **restrict** the type of exercise you can do."
3. — One **drawback** of jogging is that it can damage your knees.
4. — He **cut down on** the number of cigarettes that he smokes from thirty to ten a day, but he still hasn't **cut back on** coffee.
5. — If you have a **deficiency** of vitamin C, you can get a disease called scurvy.
6. — Too much **cholesterol** can block the blood vessels and cause a heart attack.
7. — If you want to stay healthy, **eliminate** unhealthy habits, such as smoking and drinking alcohol.
8. — Are you calling the doctor just because you have a headache? Don't you think that's a little **extreme**?

- 
- a. disadvantage
  - b. very unusual and severe; exaggerated
  - c. a trained person with special knowledge about foods and how they affect health, growth, and disease
  - d. limit or control
  - e. chemical substance found in fat, blood, and other cells in your body
  - f. completely get rid of something that is unnecessary or unwanted
  - g. reduced the number or amount
  - h. lack of something that is necessary





# VOCABULARY

## What's the Sport?

Read the sentences at the left and decide which sport each one is telling about. Write the letter of that sport in the blank. Each sentence has one or more vocabulary clues to help you identify the sport. The first one is done for you.

### Language Objective

Name sports activities from context clues.

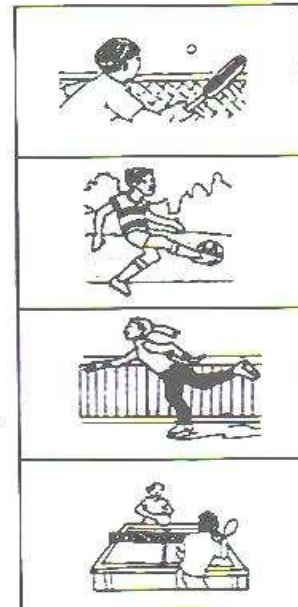
- |   |                   |                  |
|---|-------------------|------------------|
| 1. Don't worry. You can buy new laces at the rink.  | <u>    k    </u>  | a. bowling       |
| 2. Frank likes to do three miles a day. It usually takes him about 25 minutes.  | <u>          </u> | b. basketball    |
| 3. The four friends picked up their racquets and went to the courts.  | <u>          </u> | c. hockey        |
| 4. A sudden gust of wind caught the spinnaker and almost overturned the small boat.   | <u>          </u> | d. soccer        |
| 5. The puck flew off the ice and into the stands.   | <u>          </u> | e. wrestling     |
| 6. I did twenty laps in the pool this morning.  | <u>          </u> | f. pole-vaulting |
| 7. Only the goalie can touch the ball with his hands.   | <u>          </u> | g. tennis        |
| 8. Pull your bow back and aim for the dot right in the middle of the target.  | <u>          </u> | h. baseball      |
| 9. Gerri dribbled quickly as she ran down the court.  | <u>          </u> | i. golf          |
| 10. After Ben knocked down all the pins, he won the match.  | <u>          </u> | j. fishing       |
| 11. Back and forth the ball bounced on the table until finally Jane missed her shot and Rosie scored a point.                     | <u>          </u> | k. skating       |
| 12. Mario ran down the track, leaned on his stick, and flew over the bar.   | <u>          </u> | l. boxing        |
| 13. After Bruno got Wild Bill in a headlock, he threw him down on the mat, and the referee counted him out.                       | <u>          </u> | m. swimming      |
| 14. The white ball slammed into the 15 colored ones, and it was the 6 ball in the corner pocket and the 12 on the side.           | <u>          </u> | n. sailing       |
| 15. After putting the bait on the line, you've got to sit in the boat and wait for a bite.  | <u>          </u> | o. football      |
| 16. The players stood in a huddle and listened as the quarterback explained what to do.   | <u>          </u> | p. table tennis  |
| 17. All the fans had their eyes on the mound, waiting to see what the nervous pitcher would do.                                   | <u>          </u> | q. archery       |
| 18. Ramon stood at the top of the mountain. She dug her poles into the snow and pushed herself out and down.                      | <u>          </u> | r. skiing        |
| 19. Rick landed a quick right, a stinging left, and a couple of jabs, and his opponent was down, knocked out in the fourth round. | <u>          </u> | s. pool          |
| 20. Adela swung her driver, and the little white ball sailed in the air and landed on the green.                                  | <u>          </u> | t. jogging       |

**SKILL OBJECTIVES:** Classifying; using context clues; making inferences; interpreting figurative language. Read the directions at the top of the page. Ask students to underline the words in each example that are the context clues (e.g., *rink* in item 1). Allow time for students to read through both columns before attempting the matching exercise. If possible, do the page as a group activity to let students share their collective knowledge and find trickier answers by the process of elimination.

# Vocabulary Review

Circle the word that does not belong.

- |                 |            |              |              |
|-----------------|------------|--------------|--------------|
| 1. tennis       | soccer     | skating      | ping-pong    |
| 2. older        | oldest     | quieter      | bigger       |
| 3. gentle       | kind       | nice         | historic     |
| 4. heavy        | curious    | interested   | nosy         |
| 5. similar      | particular | alike        | same         |
| 6. comics       | editorials | chapters     | classifieds  |
| 7. shy          | bashful    | complicated  | quiet        |
| 8. bad          | better     | worst        | worse        |
| 9. carefully    | quickly    | slowly       | friendly     |
| 10. electrician | mechanic   | economics    | accountant   |
| 11. mountain    | earthquake | tornado      | hurricane    |
| 12. taken       | wrote      | flown        | seen         |
| 13. New York    | New Jersey | New England  | New Mexico   |
| 14. past        | present    | progress     | future       |
| 15. killed      | murdered   | assassinated | conquered    |
| 16. license     | rules      | regulations  | laws         |
| 17. cattle      | corn       | potatoes     | wheat        |
| 18. kitten      | puppy      | tiger        | colt         |
| 19. yen         | pound      | ounce        | rupee        |
| 20. immature    | studious   | childish     | juvenile     |
| 21. one         | four       | five         | seven        |
| 22. frightening | amusing    | terrifying   | horrifying   |
| 23. careful     | confident  | secure       | self-assured |
| 24. own         | owe        | possess      | hold         |
| 25. fix         | repair     | adjust       | retain       |
| 26. criticize   | praise     | admire       | adore        |
| 27. central     | main       | important    | middle       |
| 28. incredible  | cautious   | astonishing  | amazing      |
| 29. verb        | noun       | question     | adjective    |
| 30. march       | rich       | which        | stomach      |



**VOCABULARY REVIEW.** Read the directions with the students and be sure they understand what they are to do. They may recognize this as the Odd Man Out activity. Do two or three examples with the students, then let them complete the page independently, reminding them that in this kind of exercise they must find the best answer, not just any possible one. When they have finished the page, review the answers, asking students to explain their choices.



# STUDY SKILLS

## Using Reference Books

A reference book is a book designed to provide information on one or more subjects. Dictionaries and encyclopedias are reference books. There are many other kinds of reference books, too. Some of these are described below. Look at the descriptions and use them to help you complete the page.

**Language Objective**  
Choose the right reference books to find information.

**Almanac:** a yearly publication that includes lists, charts and tables, and summaries of information in many unrelated fields.

**Atlas:** a collection of maps; atlases often also include population statistics.

**Book of Quotations:** a listing of well-known quotations from authors, politicians, and other famous people. The quotations are indexed to make them easy to find.

**Facts on File:** a bimonthly summary of major stories in more than fifty United States and foreign newspapers. Complete indexes make stories easy to locate.

**Thesaurus:** a book of synonyms and antonyms.

**Readers' Guide to Periodical Literature:** an author/subject index of articles and stories in a large number of magazines published in the United States. It comes out twice a month (once a month in certain months).

Now look at the topics below. Tell which of the reference books described above you might use to find more information about the subject. Include the dictionary and encyclopedia. The first one is done for you.

- |  |   |
|--|---|
| 1. the height of Mount Shasta                        | <u>atlas (or almanac, encyclopedia)</u> |
| 2. synonyms for the word <i>run</i>                  | _____                                   |
| 3. maps of the Central Plains states                 | _____                                   |
| 4. riots in Baghdad last year                        | _____                                   |
| 5. who wrote "To be or not to be ..."                | _____                                   |
| 6. the opposite of <i>careful</i>                    | _____                                   |
| 7. recent developments in bilingual education        | _____                                   |
| 8. rainfall in Tokyo                                 | _____                                   |
| 9. antonyms for the word <i>happy</i>                | _____                                   |
| 10. source of "A penny saved is a penny earned."     | _____                                   |
| 11. current population of Senegal                    | _____                                   |
| 12. a series of recent murders in New York City      | _____                                   |
| 13. another word meaning <i>laugh</i>                | _____                                   |
| 14. articles about track competition                 | _____                                   |
| 15. last month's elections in Honduras               | _____                                   |
| 16. the origin and different meanings of <i>rich</i> | _____                                   |
| 17. all magazine articles by Sebastian Unger         | _____                                   |
| 18. maps of all the countries of Europe              | _____                                   |
| 19. brief biographies of the Presidents              | _____                                   |
| 20. the origin and history of the metric system      | _____                                   |

**SKILL OBJECTIVE:** Comparing the uses of different reference books. Have students read the information at the top of the page. Ask questions to check comprehension. Remind students that they can also refer to the dictionary and encyclopedia to find information. Sometimes information can be found in several sources. Do the first few items as a class, then assign as independent written work. **Extension Activity:** Have students use the appropriate reference books to find the answers to some of the queries.



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**KEEP STUDYING HARD!**





**THE END!**